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ABSTRACT

This guide sets forth minimum approval criteria for marketing/distributive education programs in Oregon. The information in the guide is intended for use by district-level curriculum planners, teachers, regional coordinators, or state education department staff involved with new program development or revisions of existing programs. The guide outlines the instructional content of marketing/distributive education programs in terms of program descriptions, areas for training, program goals, course/content goals, and sample performance objectives. Descriptions are given of two-year courses entitled: Marketing, Cooperative Work Experience, and School Store. Course goals deal with career guidance, economics, human relations, communications, mathematics, sales promotion, management, and practical operations. A section on organizational options is designed to illustrate a few of the many ways to deliver the minimum instructional content required for an approved vocational cluster program. Content is illustrated by course titles for the instructional levels to recognize that students from different grades may enroll in one or more levels of a program. (KC)

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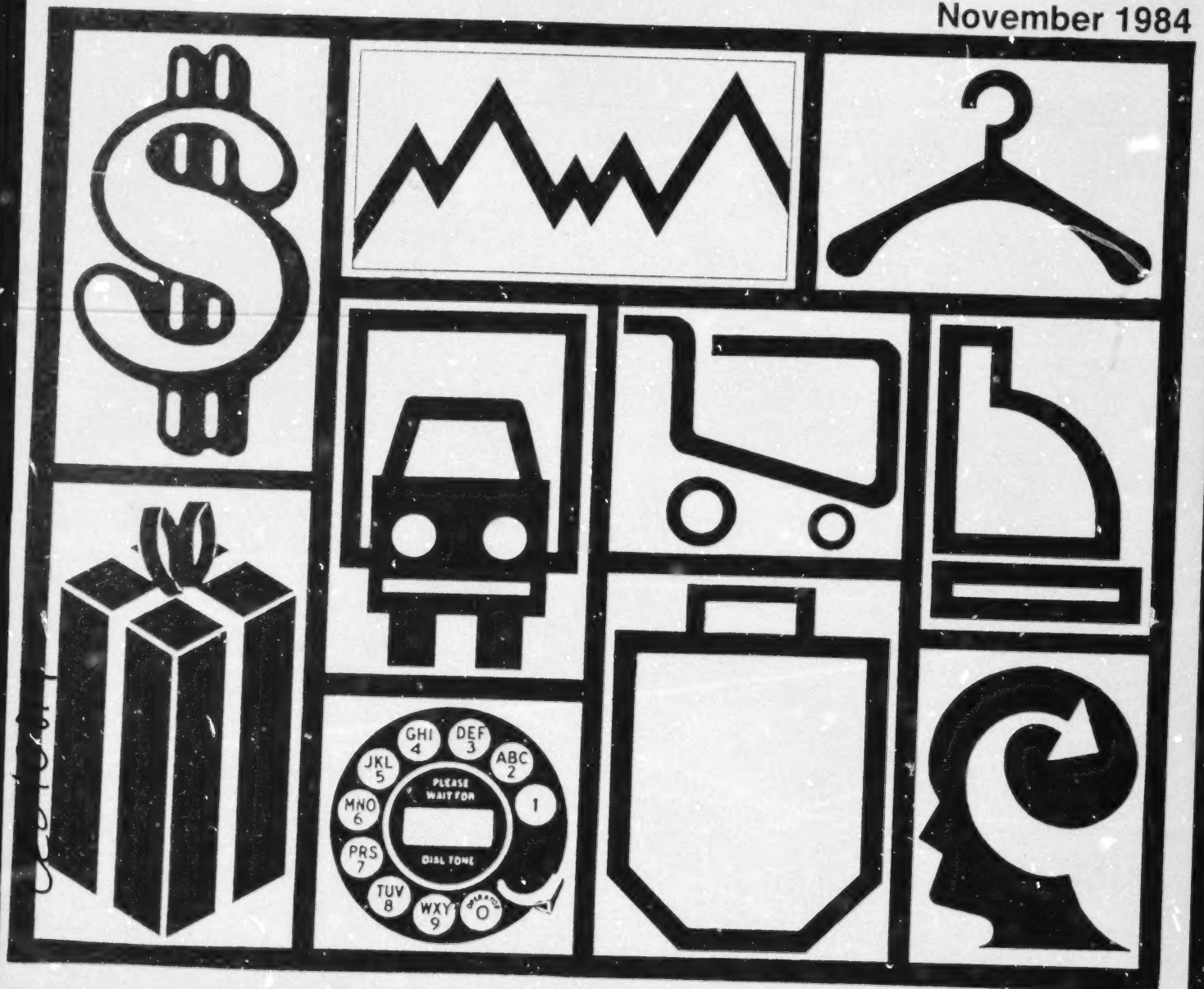
MARKETING

November 1984



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MARKETING VOCATIONAL CLUSTER PROGRAM
MINIMUM APPROVAL CRITERIA

The following information is for use by district-level curriculum planners, teachers, regional coordinators or Department staff involved with new program development or revisions of existing programs. For more information about instructional content, see Marketing Occupations Cluster Guide.

The minimum approval criteria for a Marketing Cluster program are set forth in this document. The instructional content is outlined in terms of program descriptions, areas for training, program goals, course/content goals and sample performance objectives. Course titles and descriptions are also included.

The section on organizational options is designed to illustrate a few of the many ways to deliver the minimum instructional content required for an approved vocational cluster program. Please note that time is illustrated in terms of credits. Content is illustrated by course titles for the instructional level(s) to recognize that students from different grades may enroll in one or more levels of a program.

Program Description

The Marketing Occupation Cluster Program, also known as Distributive Education, is a vocational program for high school students preparing for careers in any of the twenty-three occupational areas involved in the flow of goods and services from the producer to the consumer. Individuals may enter marketing occupations through an industry such as apparel, food, petroleum, travel, or through a type of business such as manufacturing, wholesaling or retailing. The marketing functions these individuals perform include selling, buying, merchandise for resale, purchasing raw materials for manufacturing, promotion and public relations, and any number of supportive activities such as transportation, finance, marketing research and marketing management.

Areas for Training

Advertising and display services
Apparel and accessories marketing
Automotive, recreational and agricultural vehicles and accessories marketing

Food and foodservices marketing
General merchandise retailing
Hardware and building material marketings

Industrial and institutional marketing
Insurance

Real estate marketing
Recreation marketing
Transportation and travel marketing

Finance and credit services
Floristry, farms and garden supplies marketing

Home furnishings marketing
Hotel, motel and lodging services

International marketing
Personal services marketing
Petroleum marketing

Business services marketing
Business ownership (entrepreneurship)

Program Goals

Students will be able to:

- Know what the marketing cluster program has to offer and how to apply for employment in a marketing occupation.
- Make tentative career choices based upon individual abilities and interests.
- Understand the basic economic processes involved in the distribution of goods and services.
- Apply good human relations practices with co-workers, employers and customers.
- Use communication skills effectively as they apply to marketing occupations.
- Apply fundamental sales promotion techniques as they relate to the sale of goods and services.
- Apply basic business procedures which promote successful marketing operations.
- Apply fundamental management techniques as they relate to marketing business operations.
- Apply marketing principles to a specific marketing area.
- Apply basic math skills as they relate to marketing occupations.
- Identify a variety of career options and career ladders including entrepreneurship available in marketing occupations.

Course/Content Goals

ORIENTATION

The student will be able to:

Know what options are available to students in the marketing occupations program.

Know what skills are necessary to secure and maintain employment.

CAREER GUIDANCE

The student will be able to:

Match abilities and interests with career choices

Balance personal preferences with career choices.

Utilize the resources of schools, business, labor and industry in personal career development.

Apply decision-making skills in making career choices.

Involve an interested adult when making career decisions.

ECONOMICS

The student will be able to:

Explain the flow of products from producer to final sale.

Explain the effects of time-place-possesion-form utility on sales.

Explain the key components of a modified free enterprise system.

Explain the effects of market segmentation on local businesses.

Explain consumer buying motives in relation to product or service benefits.

Explain ethical business practices.

HUMAN RELATIONS

The student will know:

How to work constructively with employers.

How to work constructively with co-workers.

How to work constructively with customers.

COMMUNICATIONS

The student will be able to:

Read and comprehend at a level acceptable for entry-level employment in a marketing occupation.

Write in a business-like manner.

Use oral communications in a variety of business settings.

Listen attentively and follow instructions.

MATHEMATICS

The student will be able to:

Add, subtract, multiply and divide whole numbers.

Calculate percentages.

Calculate problems involving decimals.

Solve computational problems related to marketing.

Use standard business machines to solve computational problems related to marketing.

Calculate marketing problems using the metric system.

SALES PROMOTION

The student will be able to:

Know and apply principles of personal selling.

Know and analyze and determine advertising methods appropriate for the promotion of products and services.

Know and apply visual merchandising techniques used to promote products and services.

MANAGEMENT

The student will be able to:

Analyze and determine appropriate management policies and procedures for a distributive business.

Describe the effects of good personnel relations on employee morale and motivation.

OPERATIONS

The student will be able to:

Explain customer services appropriate for marketing fields.

Know and use appropriate stockkeeping procedures.

Know and follow security procedures used to prevent stock shortages and theft.

Use a cash register in a correct manner.

Know and apply appropriate pricing techniques for merchandise and services.

Know how to purchase merchandise and services for resale.

Know and use standard inventory control techniques.

Know and apply on-the-job safety procedures.

Operate specific types of business equipment and maintain this equipment in working order.

Know how to receive and check an incoming shipment of merchandise.

Prepare specific types of business records.

INDEPENDENT STUDY

The student will be able to:

Make a tentative career choice and follow an individualized study plan developed in cooperation with a marketing teacher-coordinator.

Sample Performance Objectives

The student will be able to use a cash register in a correct manner.

Given the price of the product and service purchased and the amount of cash remitted, the student will make change, emphasizing speed and accuracy.

Given the price of the product or service purchased, the student will process sales checks, credit cards and personal checks.

The student will know and be able to use standard inventory control techniques.

Given a real or simulated situation, the student will conduct an inventory using the physical method, the perpetual method and a combination of both.

Given a real or simulated situation, the student will calculate stock turnover and analyze turnover rates.

The student will be able to prepare specific types of business records.

Given employee payroll data, the student will compute and record monthly payroll.

Given a checkbook, the student will record and balance deposits and withdrawals.

The student will know and be able to apply principles of personal selling.

Given a simulated sales situation, the student will demonstrate a product or service in such a way as to encourage the customer to make a purchase.

Given a simulated sales situation, the student will handle a variety of customer objections.

Course Titles and Descriptions

MARKETING I (First Year): This course is designed to develop fundamental skills needed in a majority of distributive occupations, including: basic economics, communications, human relations, mathematics, personal selling, advertising, visual merchandising, and some operations. This course can improve student placement success in entry-level jobs, or in senior year cooperative work programs. Seniors may be accepted into this course if they are enrolled in Cooperative Marketing I, as described below.

MARKETING II (Second Year or Advanced): This course involves further refinement of Marketing I fundamentals, with additional work in buying, pricing, management and sales promotion techniques. Individual instructional plans should be developed which emphasize career objectives and which help students acquire product awareness and special skills. These individual plans should be developed along with on-the-job training plans in cooperation with employers. Only seniors who have successfully completed Marketing I should be enrolled, and each Marketing II student should also be enrolled in Cooperative Marketing.

COOPERATIVE WORK EXPERIENCE (Marketing) I: This course involves supervised employment to complement in-school instruction; a minimum of ten hours per week is usually the equivalent of one or more units of credit.

COOPERATIVE WORK EXPERIENCE (Marketing) II: This course is supervised employment for the second year student upon completion of Marketing I and Cooperative Marketing I in the junior year; a minimum of ten hours per week is usually the equivalent of one unit of credit.

SCHOOL STORE I: This course involves first-year marketing students in the operation of an in-school retail store serving the needs of the student body. Students perform functions of selling, stock control, recordkeeping and others related to entry level employees.

SCHOOL STORE II: This course offers an opportunity for second-year students to manage a retail store under supervision. Functions performed include buying, pricing, promotion, employee scheduling and operational decision-making.

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Minimum Marketing Vocational Cluster Approval Criteria

In addition to specific cluster criteria, state-approved vocational programs shall meet the criteria for approval of all secondary vocational education instruction as listed in the Handbook of Policies and Procedures for Vocational Education Instruction in Oregon Secondary Schools, 1985.

Criteria outline:

- 4 credits (130 hours per credit) offered within a maximum of two years:
  - 2 credits of marketing instruction
  - 2 credits to include any of the following or the equivalent:
    2 credits structured school store operation.
    2 credits marketing-related cooperative work experience.
- Instructional time blocks of sufficient duration for skill development to meet industry standards.
- Program goals, course goals and instructional content which reflect those in the state cluster brief.
- Provision for occupational cooperative work experience.
- Vocationally certified teacher.
- An active, representative occupational advisory committee.
- Distributive Education Clubs of America (DECA) as an integral part of the instructional program.

* *

Organizational Options

There are many acceptable options for delivery of instructional content while assuring that a quality program is provided. Schools have the opportunity to schedule classroom and laboratory activities to accommodate students and to facilitate learning. Delivery options include after school, weekends, summer school or alternate days.

Option:

A: TWO-YEAR PROGRAM	Year 1	Marketing I 1 credit	School Store 1 credit	and/or	CWE 1 credit
	Year 2	Marketing II 1 credit	School Store 1 credit	and/or	CWE 1 credit
B: TWO-YEAR PROGRAM	Year 1	Marketing I 1 credit			
	Year 2	Marketing II 1 credit	School Store 1 credit		CWE 1 credit
C: ONE-YEAR PROGRAM		Marketing II 2 credits	School Store 1 credit		CWE 1 credit

If you need technical assistance, call the Occupational Program Specialist at the Department of Education. The specialist's name and phone number appear on the first page of this document.

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